

GrEAT

Green Education for Active Talents

INTELLECTUAL OUTPUT 4

FINAL RECOMMENDATIONS



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INTRODUCTION TO THE FINAL RECOMMENDATIONS

The following final recommendations are part of Intellectual Output 4 of the GrEAT project; after a phase of evaluation of the actions done and of the best practices met during the project, that ended with the production of a Teaching Manual dedicated to the top level best practices towards other high school teachers potentially interested, the partners produced a list of nine final recommendations.

These recommendations are dedicated to those upper secondary school teachers willing to start a discussion about environmental topics, green economy and green jobs with their students.

The recommendations are the logical consequence of the best practices collected in the Teaching Manual and that's why IO4 is composed by two different documents: the idea is that a teacher can be inspired by one or more best practices and, while starting working with students, focuses on the recommendations to improve the quality and the impact of the activity.

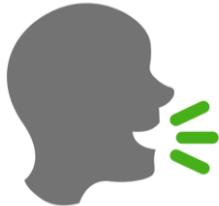
Nevertheless, the final recommendations of the GrEAT project can also be considered as a "standing alone" document, because it proposes an approach applicable to several kind of projects and to brand new ideas.

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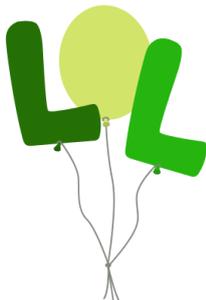
How to work on environment and green jobs in upper secondary schools



1. ENVIRONMENT FIRST: to start talking about green economy and green jobs, it is necessary to address some topics first, information and knowledge concerning environment, also from a scientific point of view, in order to settle a common and clear ground for the discussion.



2. TELL'EM STORIES: environmental issues touch everybody in the real life, so the use of storytelling methodology could be a more effective way to tackle complex questions.



3. DO IT FUNNY: arguing about economy and jobs can sound quite boring to students, “for grown ups”, but there are several ways to make it funny. For example, organizing a video making class and assigning students a documentary on local cases of green economy... using an interactive media to explore the issue will make everything funnier!

4. INSPIRATION MATTERS: jobs and careers are important in everybody's life; of course, for upper secondary school students what to do in their future can be a difficult choice, making them excited on it can be supportive and inspirational for taking a decision. A way to make everything more personal and touching for young people, to engage them and attract their interest can be stories told by local green jobbers. They can narrate their stories on how they happened to make their job, what motivated them, what they did study, what they did to learn and act. Listening to true stories from real people telling their experiences would inspire students in their future choices.



5. BE CONSISTENT: as a consequence of the previous point, you must remember that working on environmental issues with teen age students claims for a facts-oriented approach: real facts are more effective than words. So, try to commit to green your life, inside and outside school, and show them good examples on very tangible actions (for instance: no more plastic bottles at school, use a thermal flask!).



6. BUILD NETWORKS...: working alone has usually a lower impact, so try to involve other colleagues in the project (also from different disciplinary areas, environment is a cross-sector multidisciplinary topic!). This allows for more hours to devote to the project; more different points of view on it and more energy to spend: this can make the green jobs issue something engaging the whole school, a



sort of flag to be shown.

7. ... AND ENLARGE THEM!: when you have a solid working group inside your school, the next challenge is to enlarge it outside, trying to create and strengthen relationships with different actors of the territory, such as municipalities, environmental associations, local green economy companies/professionals, and so forth. This can be a useful network for implementing specific activities inside the school (such as lessons, meetings, field visits and dedicated workshops), but also thinking to the school-to-work training programs



8. PROVIDE STUDENTS WITH EFFECTIVE TOOLS: you can help them in this job orientation activity preparing also some practical tools, such as a list of green companies of the territory (with detailed information on contacts), that students can contact to seek for a job position or an internship; another useful tool can be the map of university courses tackling environmental issues and courses supplied by regional and national universities.



9. FOLLOW THEIR LEAD: never forget that youngsters are very creative and, nowadays more and more committed to environmental issues; so, listen to your students and support their ideas, helping them in changing their school, families, and the society as a whole from inside.

